

Pupil Premium Policy

Cherry Tree Hill Primary School



Approved by: Claire Farris

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1. Aims

This policy aims to:

- Provide background information about the pupil premium grant so all members of the school community understand its purpose and which pupils are eligible
- Set out how the school will make decisions on pupil premium spending
- Summarise the roles and responsibilities of those involved in managing the pupil premium in school

2. Legislation and guidance

This policy is based on the pupil premium allocations and conditions of grant guidance 2025 to 2026 and guidance on using the pupil premium, virtual school heads' responsibilities concerning the pupil premium, and the service pupil premium from the Department for Education (DfE).

3. Purpose of the grant

Pupil premium grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils.

The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so they can reach their full potential.

Service pupil premium grant

An additional grant, the service pupil premium grant, is funding to provide pastoral support for pupils who are children of serving and former armed services personnel. Pupils can be eligible for both pupil premium and service pupil premium.

4. Use of the grant

Pupil premium

At Cherry Tree Hill Primary School, decisions about the use of Pupil Premium funding are informed by a detailed analysis of attainment, progress, attendance, behaviour, wellbeing and wider barriers to learning experienced by eligible pupils. We use a range of assessment information, attendance data, pupil progress meetings, pastoral records, pupil voice and discussions with families to identify both individual and whole-school priorities. During the previous academic year, this process identified three key areas for improvement: attendance and family engagement, the development of oracy across the curriculum, and targeted academic support through timely intervention.

Our approach aligns closely with the Department for Education's recommended 'menu of approaches', focusing on high-quality teaching, targeted academic support and wider strategies to address non-academic barriers to learning. Funding has been used to strengthen pastoral support and improve attendance through close work with families, home visits, tailored attendance initiatives and collaboration with external agencies. We have also invested in improving teaching and learning through the embedding of high-quality oracy practices and have provided targeted interventions informed by robust assessment data, including PiXL interventions and focused pupil progress discussions.

Our spending decisions are informed by educational research, particularly evidence published by the Education Endowment Foundation (EEF). The EEF identifies high-quality teaching as having the greatest impact on disadvantaged pupils, supported by evidence around oral language interventions, targeted academic support and strategies that improve attendance and engagement. We therefore prioritise approaches that are evidence-informed and have the potential to deliver the greatest impact on pupil outcomes. The effectiveness of our strategy is reviewed regularly through ongoing assessment, attendance monitoring and evaluation of intervention outcomes, ensuring that funding continues to be directed towards approaches that have the strongest impact on attainment, wellbeing and life chances for our disadvantaged pupils.

Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Year One – Year Six. Eligible pupils fall into the categories explained below.

Ever 6 free school meals

Pupils recorded in the most recent October school census who are known to have been eligible for free school meals (FSM) at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).

This includes pupils first known to be eligible for free school meals in the most recent October census.

This also includes pupils with no recourse to public funds (NRPF). The government has permanently extended FSM eligibility to include children in households with NRPF.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

Looked-after children

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales for at least 1 day.

Previously looked-after children

Pupils recorded in the most recent October census who:

- Were looked after by a local authority or other state care immediately before being adopted, or
- Left local authority or other state care on a special guardianship order or child arrangements order

This includes children adopted from state care or equivalent from outside England and Wales.

Service children

Pupils recorded in the most recent October census:

- With a parent serving in the regular armed forces
- Who have been registered as a 'service child' in the school census at any point in the last 6 years ('ever 6 service children'), as determined by the DfE's latest conditions of grant guidance, including those first recorded as such in the most recent October census
- In receipt of a child pension from the Ministry of Defense because one of their parents died while serving in the armed forces

Roles and responsibilities

Headteacher/ Pupil Premium Lead and senior leadership team

The Headteacher/ Pupil Premium Lead and senior leadership team are responsible for:

- Keeping this policy up to date, and making sure it is implemented across the school
- Making sure all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces
- Planning pupil premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate
- Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding
- Reporting on the impact of pupil premium and service pupil premium spending to the governing board on an ongoing basis
- Publishing the pupil premium strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's [guidance on using the pupil premium](#) and using the templates on GOV.UK
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

Governors

The governing board is responsible for:

- Holding the Headteacher/ Pupil Premium Lead to account for the implementation of this policy

- Making sure the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant
- Monitoring the attainment and progress of pupils eligible for the pupil premium, in conjunction with the Headteacher, to assess the impact and effectiveness of the school's use of the funding
- Monitoring the school's use of the service pupil premium to assess the effectiveness of the school's use of the funding in providing pastoral support to service children
- Monitoring whether the school is ensuring value for money in its use of the pupil premium
- Challenging the Headteacher to use the pupil premium in the most effective way
- Setting the school's ethos and values around supporting disadvantaged members of the school community

Other school staff

All school staff are responsible for:

- Implementing this policy on a day-to-day basis
- Setting high expectations for all pupils, including those eligible for the pupil premium
- Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the senior leadership team
- Sharing insights into effective practice with other school staff

Virtual school heads

Virtual school heads are responsible for managing pupil premium funding for children looked after by a local authority and allocating it to schools. Their responsibilities include, but are not limited to:

- Identifying the eligible looked-after children and informing the local authority
- Making sure methods for allocating and spending the funding ensure that looked-after children benefit without delay
- Working with each looked-after child's educational setting to put together a personal education plan, agree how pupil premium funding will be spent to meet the need identified in this plan, and ensure the funding is spent in this way
- Demonstrating how pupil premium funding is raising the achievement of looked-after children

Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.

Monitoring arrangements

This policy will be monitored by Emily Maskell (Pupil Premium Lead).

It will be reviewed annually by the Pupil Premium Lead. At every review, the policy will be shared with the governing board.